



**A Study on the Job Assistance Program  
for the Developmentally Disabled  
— Development of the Work Challenge Program (prototype) —**

**[Survey Report No. 83] Summary**

March 2008

National Institute of Vocational Rehabilitation

Japan Organization for Employment for the Elderly and Persons with Disabilities

## **Coauthors (in order of writing)**

Reiko Kogo:           Researcher, National Institute of Vocational Rehabilitation  
Yoko Mochizuki:   Senior Researcher, National Institute of Vocational Rehabilitation

## **Composition of the survey report**

Introduction:   Purpose of the study

Part I: Element of the Work Challenge Program

Chapter 1    Element of the program

Chapter 2    Assessment Sheet for knowledge and performance on the rules and manner in workplace  
                  — process to select basic rule in workplace—

Part II: Implementation guidance of the Work Challenge Program

Chapter 1    Characteristics of clients

Chapter 2    Workplace rules (basic)

Chapter 3    Performance in program

Chapter 4    Considering specific cases report

Final chapter Summary and future challenges

Documents

## **Purpose and method of survey**

In order to develop the Work Challenge Program (prototype) designed for consideration centering on the identification of challenges in acquiring and putting into action (i.e., properly expressing knowledge in action depending on the case) knowledge and understanding of the basic rules, particularly those of the workplace, in order to address the vocational challenges faced by persons with minor developmental disabilities, the coauthors conducted the following activities:

- 1) Based on commercially available books and the findings from a questionnaire survey conducted of business places, the coauthors considered the necessary rules (basic) for the workplace, and then created regulations and worksheets. The coauthors specified the reasoning behind the regulations as explicitly as possible. They also provided worksheets that can enhance understanding of the regulations and be considered with regard to concepts held by clients who fail to correctly understand the rules.
- 2) The scene like workplace was provided for considering how to put knowledge into action, and also considered the relation between understanding knowledge and putting it into action.  
Through 1) and 2) above, the program was tried out and survey report with teaching materials used in the program, were organized.

## **Research period**

From 2006 to 2007

## **Contents of the survey**

In giving employment support to persons with developmental disabilities, such persons must be regarded as “clients” for specific guidance regarding the various workplace rules in order for them to smoothly fulfill their duties and maintain human relationships (i.e., “implicit rules” not explicitly stated in work rules or other regulations, but preconditions that many people act on), in addition to an assessment for improving their ability to complete the work in specific tasks. The challenge of how clients learn these rules they need to learn when changing scenes “from school to the workplace” or “from welfare to employment” is especially important in employment support.

The report consists of two parts:

Part I ("Composition of the Work Challenge Program") consists of two chapters, summarizes the overall composition and concepts of the program, and describes the workplace rules adopted in the program and the process of selecting challenges for fulfilling tasks. The program consists of "workplace rules (basic)," "work implementation" and other details. The program was implemented ten times during the first half of the program and seven times in the latter half, for a total of 17 times.

Part II ("Practical cases of the Work Challenge Program") consists of five chapters. Chapters 1 to 4 state the characteristics of 13 clients who joined the program and the findings obtained from the program. The final chapter organizes the challenges identified through a trial run of the program, and describes future challenges.

The following describes an overview of this study.

#### (1) "Workplace rules (basic)" adopted in the program

It was decided that prior to being initiated, the program would consider the understanding of knowledge on the part of clients by using assessment challenges consisting of 14 scenes, after ascertaining their knowledge of basic workplace rules and having them complete 18 worksheets. The contents to be learned after the assessment (i.e., workplace rules and background reasons thereof) were prepared based on findings obtained from commercially available books and those from surveys of business places. Of the assessment challenges regarding "workplace rules (basic)" prepared, the 11 scenes to be implemented in the first half of the program were subjected to a questionnaire survey to consider differences in awareness at business places and among teachers, with the findings being analyzed. The results revealed that teachers have more lenient standards than business places with regard to the observance of rules. Conversely, it was confirmed that some business places conduct assessment with lenient standards, and not only where rules must be strictly observed. It was also confirmed that rules can be categorized as those to be strictly observed and those treated with large tolerance with relatively diverse interpretations.

#### (2) Trial results of the program

##### 1) Learning of the rules

It was demonstrated that the rules regarded as those to be learned in this program were limited to basic rules. Partly for that reason, it was revealed that such rules included much knowledge already acquired by clients through the program. However, in the stage of initial assessment, four out of 13 clients selected the appropriate actions or ideas for all 11 scenes, while the other nine respondents selected inappropriate replies. (For the three scenes added in the latter half of the program, all clients except one selected appropriate responses.)

Subsequent learning verified certain effects of acquiring knowledge of the rules, but some clients failed to be properly corrected. For these clients, their characteristics were identified in assessment and learning by means of worksheets based on 14 assessment scenes. The worksheets used in the program were teaching materials prepared to further deepen understanding of the workplace rules by showing examples of responses as models after the clients entered their replies. The worksheets also served as a material for considering the reasons for selecting replies in the assessment challenges as well.

Concerning the characteristics of the clients, the following three points were clarified. It must be noted that these characteristics were not observed for all clients.

- ① They may know a rule but may be unable to explain the reason behind it.

Its characteristics are best expressed where some respondents replied, "I don't know why, but it is a rule." There were few cases where respondents were able to clearly explain the reasons why a particular action (or idea) is most appropriate. The characteristics were identified by asking clients on the worksheets "how a particular action is assessed in what way from the viewpoint of a superior." They were also made to specify "why such an assessment was conducted" and "what advice is to be given to a colleague who got such an assessment." It is predicted that there will be no particular problems in the workplace when workers only act according to the rules. A possibility was suggested where at least "knowing a rule" will not match "understanding of why the rule is necessary."

- ② A workplace could have a unique (not general) rule that may not surface.

In the 14 scenes where no appropriate response was selected, there were cases of the reasons being identified by statements given on a worksheet. For example, with regard to "everyday greetings," some respondents replied: "If I say hello, the other person must stop working and interrupt his/her concentration (so I will not say hello)." Regarding "following work instructions," some respondents replied: "You may do it your own way if you have never failed in it" and "It is better to follow your superior's instructions if given those instructions many times." It was thus suggested that those respondents had their own rules, which were different from general ones. In every case, however, the respondents never failed to say hello in the program and never worked their own way without following the instructions of their superior (leader) in actual work scenes. For such clients with regard to the rules that they do not fully understand, it is expected that the issues will not be clear from short-term observation alone. Concerning the characteristics of understanding knowledge of "workplace rules" in these cases, it is highly likely that the issues will not surface until "the clients refuse to say hello and get warnings" or "make mistakes by doing things their own way and take much time in their work." In providing instructions, it must therefore be noted that there are cases where "understanding of a rule" is inappropriate even if the client is "able to act according to the rule."

- ③ They may have knowledge of a rule but may not put it into action.

Whether the rules learned are actually put into action was confirmed through appropriate observation of work action scenes in the program. As a result, some clients were confirmed to act inappropriately in actual action scenes even though they possessed appropriate knowledge prior to onset of the program. Therefore, regarding clients for whom "knowledge of a rule" does not necessarily correspond to "ability to act on the rule (putting it into action)," one can safely say that an approach other than giving instructions about inappropriate action due to a lack of knowledge is necessary.

In addition to points ① to ③ above, there were cases suggesting the possibility that some clients did not adequately understand a challenge itself, such as where they gave inappropriate responses in explaining the reasons in several scenes. These cases, however, did not entail the coauthors predicting any particular difficulty as compared to other cases with regard to the language understanding index in WISC-III, and "understanding of instructions" based on assessment by the teacher. It was therefore suggested that setting a separate scene for considering whether the inappropriateness of a reply was due to insufficient linguistic understanding, an awkward expression or any other difficulty is necessary.

This program proceeded with the assessment challenges and similar tasks being presented in the form of text read aloud by the instructor. Moreover, all replies were written down. This was set in consideration of clients who feel very tense or awkward in making statements in small-group settings. Instruction and participation in another form should be considered, however, for clients who find writing difficult or feel unable to prepare text.

## 2) In performing a task

Performing tasks was assessed in scenes simulated to reflect actual workplace scenes, with the tasks being performed at a "business place" set for the program. In the tasks, challenges were selected so that clients could check their own "accuracy" and "speed." Moreover, the condition was that challenges could be from different industries between both halves of the program. Thus, the first half of the program involved cutting out and attaching address labels, then folding documents using three folds for direct-mail work; the latter half of the program involved data entry for computer input work, assuming that a specific client had been transferred to clerical work. Although there were different kinds of tasks, the instructors carefully explained the relation between the accuracy of each kind of task and "overhead" and urged the clients to keep that relation in mind. Performing the tasks resulted in the following three points being identified as characteristics of the clients. Note that these characteristics were not observed in all the clients.

### ① Behaving differently in different kinds of tasks

The findings from the program revealed some cases where clients behave differently between direct-mail and computer input work. For example, the drowsiness not reported during direct-mail work was encountered in computer input work. When assessed by observing simple tasks, direct-mail work revealed a "concentrated commitment to work" and "not being lazy or cutting corners," resulting in higher amounts of work being completed with fewer errors; therefore, the clients in this case can be assessed as understanding the basics of the workplace rules with regard to behavior in performing tasks. In actual practice, however, this finding was attributed to a client being good at (or interested in) a particular task. For tasks at which the client was not good (or interested in), the possibility of inappropriate client behavior cannot be overlooked. In work, people may be assigned to tasks they are good at and interested in. Conversely, they may also be charged with tasks they are not good at or interested in. Therefore, conducting an assessment by using several scenes of performing tasks was deemed necessary to assess whether clients behave appropriately in performing given tasks.

### ② Difficulty in becoming aware of performing a task "fast" and "accurately"

The program did not involve the actual payment of wages, but did involve trial calculations of wage schedules. The clients thus learned how their assessments worked in the workplace, presented their goals in performing tasks to be achieved during the program, and were urged to tackle unachieved challenges. Changes in "the appropriate amount of work" and "errors" in both kinds of tasks in this program suggested that, even if the clients were "aware" of the "accuracy" and "speed" of a task, both factors were not necessarily reflected in the results. In looking back at the results at the end of the program, there were also cases of clients actually being unaware of "performing a task accurately and fast." With regard to attitude when performing a task, the clients were encouraged to collectively repeat out loud the three main points of business at each morning meeting of the program: "I will work to put quality first (work accuracy)," "I will observe the delivery date (work speed)," and "I will work to reduce overhead (saving wasteful overhead in work)." They were also encouraged to feed back the results of their last task at each session, thereby making themselves aware of the issues. Despite these efforts, some clients failed to become sufficiently aware of the issues during the 17-session program. Therefore, how to make these clients aware of the issues remained a challenge to be addressed.

### ③ Difficulty in attendance, attire, appearance and observance of instructions

Since the first half of the program lasted three months and the latter half two months, an efficiency rating was scored for each month (five times for the entire program). Attendance, attire, appearance and observing instructions were all assessed. Moreover, the teachers in charge of observation and members of the general affairs department conducted these assessments. Similar items were also subjected to self-assessment at the end of each half of the program.

As a result, two cases scored an "A" in four of the five sessions. No case scored an "A" in all five sessions. In contrast, two cases scored a "C" in all five sessions. Of the cases that scored a "C," one was aware of various problems in their own self-assessment. Once the clients became aware of one thing, however, they often failed to pay attention to another issue. They repeated such mistakes. Another case was conversely unaware of the problem itself, thereby posing a challenge of separating the efficiency rating from self-assessment. Consequently, in cases where the efficiency rating is found to be separate, the correction of self-assessment poses the first challenge.

### 3) From a consideration of cases

For the entire program, uniformity was generally maintained relative to appropriate behavior patterns of the group. Such uniformity was successfully maintained for both observing instructions and performing tasks, but with a sense of tension. The program clients as well as the teachers who attended the program to observe and assess confirmed the fact that a sense of tension and widespread silence were maintained (unlike in daily scenes of school). Of the clients involved in this program, some exhibited five types of behavior that are particularly problematic in task scenes: "inability to wait to ask," "inability to ask questions," and "avoidance" and "escape" from challenges at which the clients are not good (as incidences of their work attitude). Their specific challenges were identified and a study was conducted on how the implementation form of the program (i.e., a small group) affects individuals.

Particularly in group scenes that simulate a business place, morning meetings, group seminars (including worksheets and role playing) and work scenes were found to function effectively. Through such novel experiences and in instructions given by instructors with limited daily interaction, it was suggested that the effects of a group can be effectively and appropriately used for challenges in specific cases. Moreover, acquiring actions to cope with problems stemming from disability characteristics found in the cases were challenges specific to each case, with limitations for using group pressure being unidentified.

### (3) Future challenges

Rules and work challenges adopted in the Work Challenge Program (prototype) are based on the precondition of later modification (i.e., additions, deletions) in considering the characteristics of clients and the kinds of jobs they wish to obtain. One example is as follows: Centering on 15 rules scheduled in the direct mail department, the computer input department added four additional rules. In the same way, if a client is being considered for assignment to a workplace that entails particular safety precautions (not included in the existing set of rules), safety rules will be added to the program. When a rule is added, it is necessary to add an appropriate assessment challenge and worksheet. When there is a work challenge that clarifies the client's awareness of "accuracy," "speed" and "overhead" of the task concerned, work challenges other than those already set can therefore be selected.

The following summarizes the considerations in implementing the program and the future challenges later identified through the program.

1) Considerations and future challenges regarding preparing assessment challenges, rules and worksheets

In the 11 scenes used in the first half of the program regarding assessment challenges, the coauthors studied the comments collected from business places and teachers. It should be noted that in the questionnaire survey that prompted six business places to specify the reasons in detail, the responses agreed in the assessment of all but one of the 11 scenes. Even for that one scene lacking agreement, there was general agreement among all six business places on behavior considered desirable and the reasons therefore. For this scene, however, another option was assessed as having the possibility of being assessed as "appropriate" depending on the situation. It should also be noted that in the responses given by 56 business places, the options with the highest response rate in terms of "appropriate" according to the screen also agreed with these results. While there are some scenes where "appropriate ideas and behaviors" converge into one, there were other scenes where the respondents who answered "appropriate" accounted for less than 50%, even for the option with the highest "appropriate" response rate. There were also some scenes that each involved more than 20% of responses being "not necessarily inappropriate" in two or more options. It was thus suggested that the scope of behavior tolerated in various scenes vary, and that interpretation and assessment regarding scene setting and options are not constant depending on the business place (respondent). This may be worth considering in the future when preparing teaching materials for learning implicit rules of the workplace.

Why? In the stage of vocational preparations, instructions should be given about the most desirable behavior as required in the workplace (i.e., behavior having the highest "appropriate" response rate from business places in the present questionnaire survey), while recognizing that some workers do not necessarily behave that way in the workplace and other cases where workers do behave that way. Depending on the scene, there were also some cases that could not necessarily be assessed as "appropriate" or "inappropriate" for any behavior indicated in the options in certain scenes. When workplace scenes, options or similar items are prepared as a teaching material for assessment or learning, it is therefore necessary to conduct a hearing or survey of business places and other locations in advance, and then set appropriate scenes according to the purpose of instruction. This consideration should be noted in preparing a new set of rules, assessment items and worksheets in the future.

It should also be noted that since basic rules were adopted in the present survey of business places, no considerations were made based on occupation, profession or rank in office. In actual practice, however, the scope of tolerated behavior may vary according to occupation, profession or rank in office. Considering this point was left as a future challenge. Moreover, rules needed for some occupations in terms of preparing assessment challenges, rules and worksheets regarding the control of safety and hygiene matters were also left as a future challenge.

2) Considerations and future challenges to be noted when implementing assessment challenges, rules and worksheets

Even if instructions are given about behaviors and ideas already assessed as "appropriate" by many business places regarding work rules, the workplaces where clients are actually hired may not always observe such rules. It must be understood that in such workplaces, there may be confusion about understanding persons with developmental disabilities. Although not included in the present program, challenges designed to promote an understanding of how to respond when another person is behaving "inappropriately" in addition to the behaviors desired of those with developmental disabilities must also be added to the program in the future

The 11 scenes were also subjected to a questionnaire survey similar to that for teachers. As a result, the option with the highest "appropriate" response rate at business places was also the one with the

highest response rate among teachers as well. There was general agreement on behaviors that both sides considered most desirable. However, except for one scene, the ten other scenes showed a different response trend between business places and teachers. In particular, the response rate for "not necessarily inappropriate" among teachers was clearly higher than among business places. This suggests that teachers tolerate a wider scope of behavior than business places. Therefore, when the program is to be used before practical training or before someone is hired, it is important to consider any differences in assessment by the business place (the host) and the teacher (the dispatcher) concerning the behaviors and ideas considered appropriate in each scene.

3) Considerations and future challenges in preparing and implementing task challenges

The program involved two kinds of tasks: direct-mail work (cutting out and attaching address labels, and folding the documents into three parts) and computer input work (data entry). Implementing these challenges in direct-mail work, for example, entails no need for special dexterity, but the challenges to address did include manual dexterity, the impossibility of automating the inspection of work results, and the necessity of a certain amount of overhead for doing the work (i.e., expenses for buying envelopes and labels). Although computer input does not require the manual dexterity needed in direct-mail work, there were such problems as the required ability to perform the basic steps with a personal computer, the lack of particular difficulties in visual or cognitive understanding to judge the identity or difference of the worker's own input from data written on cards, and the need for the same number of personal computers as workers. (Data entry work conducted in this program did not require such abilities as being able to read kanji characters.)

Among the common challenges raised in case of great differences with individuals were the needs to cope with individuals concerning work instructions and secure instructors for that purpose.

Preparing a new set of work challenges also requires that two requirements be satisfied:

- ① Selecting challenges that enable a self-check of the "accuracy" and "speed" of tasks
- ② Selecting challenges regarding work procedure that can be quickly understood

4) Enhancement of the program, its period and other details

In the present program, the coauthors adopted basic rules for the workplace. At the same time, to consider putting such rules into action in work scenes, the coauthors incorporated into the program a certain amount of time for executing work. Although a small group did the work, the coauthors consequently failed to secure enough time for discussion, role playing and other sessions concerning rules and worksheets. Also with regard to work execution, and although not designed for learning the tasks, a challenge remains to be addressed: whether there is sufficient time for assessing and improving the "accuracy" and "speed" of task execution.

Enhancing the program is closely related to how much time can be assigned to the program, whether it can be continuously implemented, and whether it involves another implementation period and implementation system. For these issues, the present program leaves certain challenges to be addressed. These include whether it is appropriate to give instructions in scenes where problems occur in the program and whether the program period must be extended for clients whose knowledge has yet to be sufficiently corrected, particularly those who give responses that justify their behavior with their own interpretations, even for behaviors other than those that are well defined, and even though they cannot recognize appropriate behavior, saying: "It is better to do this and that, but it is also good to do this and that." The kind of challenges that should be added, since the program is implemented on a small-group basis for clients who found it difficult to act on their knowledge, also remains a topic to be addressed. When a new challenge is added to the program, the program period must naturally be extended, thereby posing such challenges as how to secure enough time and prioritize the tasks. Yet another remaining challenge is considering the point concerning whether a behavior



acquired from the program can be generalized in practical vocational training and other scenes. This program was entitled the "Work Challenge Program (prototype)." This is because making the program more practical in promoting the employment of persons with minor developmental disabilities by considering the challenges mentioned above is desirable. This report is therefore positioned as a summary of the points achieved at this time with regard to the Work Challenge Program.

### **Accomplishment of purpose and research findings**

This study consisted of preparing a program (prototype) for consideration centering on the monitoring of challenges in acquiring knowledge and understanding, and putting both into action relative to basic rules of the workplace, in order to cope with the vocational challenges of persons with minor developmental disabilities. It should be noted that the program is a prototype for which later modification and enhancement are presumed. The present trial has suggested that the basic composition of the program is somewhat effective in fulfilling the purpose of this study. It has also clarified the challenges designed to make the program more practical. In documentation on the workplace rules and background reasons therefore, comments collected in this study from business places were not so numerous as to cover considerations by occupation, profession and rank. The rules proposed in this program are basic ones presumably based on views common to each, but the practical cases of workplace rules presumably need a more elaborate study. The coauthors also feel that yet another challenge to address is considering differences in the awareness of observing rules between the dispatcher (the school) and the host (the business place) as clarified in the present study.

### **References**

- 上野一彦・花熊暁 2006 軽度発達障害の教育 日本文化科学社  
氏家康二 監修 2002 これが正しい職場のルールです 中経出版  
宇野彰・春原則子・金子真人 2002 標準抽象語理解力検査 インテルナ出版  
浦野啓子 1999a あいさつが3時間でマスターできる 明日香出版  
浦野啓子 1999b ビジネス・マナーが3時間でマスターできる 明日香出版  
小貫悟・名越斉子・三和彩 2004 LD・ADHDへのソーシャルスキルトレーニング 日本文化科学社  
白沢節子 2006 常識以前の仕事のルールとマナー 日本実業出版  
障害者職業総合センター調査研究報告書No.39 2000  
知的障害者の非言語的コミュニケーション・スキルに関する研究  
—F & T感情識別検査及び表情識別訓練プログラムの開発—  
障害者職業総合センター調査研究報告書No.77 2007  
「やってみよう！パソコンデータ入力」の開発  
—知的障害者のパソコン利用支援ツールの開発に関する研究—  
滝浦 孝之 2007 ベンダー・ゲシュタルト・テストにおける日本人の標準値  
—文献的検討— 広島修大論集, 人文編 Vol.48, No.1 315~346.  
長崎勤・宮崎眞・佐竹真次・関戸英紀・仲村晋 (編著) 2006 スクリプトによる社会的スキル発達支援 川島書店  
藤原等 2003 障害児の視知覚・知能・学力に関する発達的研究 二瓶社  
皆川澄子監修 2002 【マンガ】ビジネスマナー新装版 サンマーク出版